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ABSTRACT

This monograph, one of four in a series, contains material on a particular aspect of literacy training. Developed from reports, papers, and case studies from the Regional Literacy Workshop (November 29-December 20, 1979) held in Udaipur, India, the monographs are suggested for use in training programs for literacy personnel as background materials, an exercise in materials production, or a course of lectures. This monograph focuses on the questions of motivational materials in an adult literacy program. The different clientele for which motivational materials are needed and the various kinds of motivational materials are first discussed. A panel discussion on the topic of development of motivational materials is summarized. Other areas covered include the process of developing motivational materials, implications of this process, and research, evaluation, and followup. Seven sets of sample motivational materials developed by workshop participants are provided. Each set of materials is accompanied by a brief description about format, purpose, use, and other helpful information. (YLB)

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Literacy Curriculum and Materials Development

Portfolio of Literacy Materials

Series I: Four Monographs

Monograph No. 2

MOTIVATIONAL MATERIALS DEVELOPMENT

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This monograph on DEVELOPMENT OF MOTIVATIONAL MATERIALS is based on the documents submitted to and emanating from the Regional Literacy Workshop on the "Development of Curricular, Motivational, Instructional and Follow-up Materials including those for the Media," held in Udaipur, India from 29 November to 20 December 1979. These documents include the Country Status Reports and Case-Studies submitted by the participating Member States, Working Papers prepared for the Workshop, sample curricula and materials prepared by the Participants in the Workshop and the Draft Report of the Workshop. The Unesco Regional Office for Education in Asia and Oceania, Bangkok, is grateful to Professor C.J. Daswani, Resource Person for the Workshop, for having prepared this monograph.

I. INTRODUCTION

EDUCATION AND MOTIVATION

Learner motivation is considered to be an important factor that contributes to the success of any educational programme. Often, differences in achievement of different learners can be correlated with the differences in the motivation. Within the formal system of education, learner motivation depends on a number of factors which are normally 'hidden' or reside outside the learner himself. For instance, a child of five or six years of age may not be greatly motivated to go to school, but his parents may be 'motivated' to send him to school for 'future' reasons. Sometimes, the child may be motivated to behave in a manner like his peers or older siblings.

Whatever the underlying factors that contribute to learner motivation, not enough attention is paid to the question of motivation in the formal system. The concern within that system is with retention of learners more than motivating them to join a school or a programme.

MOTIVATION AND ADULT LITERACY

In an adult literacy programme, learner motivation plays a crucial role and cannot ever be taken for granted. It is not difficult to understand this because the target population for an adult literacy programme consists of precisely those people who have not been through the formal system of education. These learners belong to those socio-economic groups which are not able to take advantage of the formal system for a variety of reasons. Compelled by their circumstances to begin to work from an early age, they grow into adults with their own reactions and attitudes fully formed. Not having been through an educational programme, they do not comprehend the importance of education. Even when they are aware of the significance of education, they are likely to consider themselves''too old' for any educational effort.

It is, therefore, very important to seriously consider the question of motivation, particularly learner motivation, in the context of any adult literacy programme, Apart from the motivation of a learner to join an adult literacy programme, for the success of a programme it is necessary to secure the support of numerous agencies, institutions and individuals and the society at large. It is not always clear to many people why an adult literacy programme is necessary, especially in a country where a large section of the population is underdeveloped, poor and illiterate. In such a situation, a programme may be hampered or retarded because the non-learner groups do not fully appreciate the need for such a programme.

MOTIVATIONAL MATERIALS

How to motivate the learners as well as the non-learner groups for an adult literacy programme is not always very clear. A great deal of experimentation and research is necessary in order to understand how materials for motivational purposes may be developed and produced. In fact, it is only recently that the significance of motivational materials has been fully understood. More and more adult literacy programmes now recognize the need for motivational materials in addition to the instructional materials. It is extremely educative to examine some of the experiences of the various countries of the Region as well as the problems faced by them in the development of motivational materials and dove-tailing aspects of motivation with the instructional materials.

THE PRESENT MONOGRAPH

The present monograph is based on the activities performed during the Regional Literacy Workshop on Development of Curricular, Motivational, Instructional and Follow-up Materials including those for the Media organized by the Unesco Regional Office, Bangkok and held in Udaipur, India in November - December, 1979.

The questions of motivation and motivational materials were touched upon by several of the participating delegates from 12 countries in the Region. The country status reports from these countries which were presented at the Workshop, as also some of the case studies prepared on aspects of the theme of the Workshop, contain references to motivational

materials. A summary of these is given in the subsequent sections below.

The Workshop considered the processes and implications of developing motivational materials through a Panel Discussion on the subject. The report of the Panel Discussion is also given below.

The Workshop also provided an opportunity for the participants to experiment with several formats for producing sample materials, some of them intended for use as motivational materials. Although these sample materials are, in themselves, very tentative and unfinished, they serve as simple illustrations of the various possibilities. Some of these sample materials are given at the end.

II. CONCEPT AND PRINCIPLES OF MOTIVATIONAL MATERIALS

BACKGROUND

Sometimes it is difficult to distinguish between publicity materials and motivational materials. In a wide sense, one may even subsume motivational materials under publicity materials. The purpose of both publicity materials and motivational materials is to bring to the notice of a target clientele a certain product or process and to persuade the clientele to procure the product or participate in the process. However, publicity materials are ordinarily associated with commerce rather than with education.

Perhaps it is in the field of extension education that publicity and motivational materials combine to both educate and sell. Linked with tangible and economic factors, extension education has successfully utilised these materials. Yet, even here it is difficult to separate the purely educational aspects of extension education from the more concrete, economic aspect. Publicity-cum-motivational materials used in extension education rely more on the techniques of marketing than on educational principles.

SEARCH FOR CAUSES OF LOW MOTIVATION

Why is there a need for providing motivational materials in an adult literacy programme? Or, why is there low motivation on the part of the learners in an adult literacy programme?

These are very important questions, but there is no single or unique answer for either, since the level and degree of motivation (or lack of it) vary from country to country, situation to situation and individual to individual. Generally, it has been observed that an adult is reluctant to join an educational programme <u>per se</u> since he is psychologically conditioned to believe that education is meant only for young children. Even when he is convinced that he would benefit through the programme, he is unwilling to join it because he does not want to openly acknowledge the fact that he needs to learn. He is always apprehensive of public opinion or public derision.

The problem is further complicated by the fact that in many countries in the Region those who are illiterate are also extremely poor and deprived. They spend all their time in economic pursuits trying to eke out a living. They are so totally overpowered by their economic poverty that they have neither time nor energy for an educational effort, however beneficial it may be. Often, they are not able to perceive any advantage coming their way as a result of the adult literacy programme. More often, they do not even see the need for such programme since they have been conditioned to accept their own disadvantages.

More serious than the lack of motivation in the prospective learner, is the almost negative motivation that is sometimes reflected by those who belong to the more fortunate and advantaged sections of the society. At best they see no advantage for the learners in the adult literacy programme; and, at worst they consciously hinder such a programme in the fear that their own socio-economic advantages would be in jeopardy if the illiterate and disadvantaged people develop the abilities of self-awareness and action through education. They fail to comprehend the fact that no society can develop in a lop-sided manner with one section of the society exploiting the other sections. Such people, therefore, have also to be 'educated' so that they may become aware of their social roles and their responsibilities in ensuring an all-round development of the society. Hence, it is necessary to design and produce motivational materials for non-learner groups as well.

MOTIVATIONAL MATERIALS FOR DIFFERENT CLIENTELE

It has been pointed out above that there is need to provide for motivational materials for individuals and groups who are not necessarily the learners in an adult literacy programme. For the success of an adult literacy programme it is, in fact, necessary to motivate the entire society. Among the various groups of people who need to be addressed and motivated the following may be listed:

The Government - While it is true that the government of a country initiates a literacy programme, it becomes necessary to sustain the motivation of the government by bringing it to their notice that the literacy

programme so initiated was not only necessary and well-motivated, but that it is (or not) fulfilling the task(s) assigned to it. The continued motivation of the government, in turn, provides an impetus for the programme and motivates other individuals and sections in the society.

The Administration - All adult literacy programmes have to be planned and implemented through the administrative machinery either already available or newly created for the programme. In both cases the success of the programme over a period of time depends on whether the administrators are positively motivated towards the programme.

The Educated Elite - In any society, and particularly in a developing country, the educated elite perform an important role in forming public opinion. It is, therefore, important to motivate the educated elite to lend their support to an adult literacy programme by promoting positive public opinion.

The Formal Educational System - Since an adult literacy programme is organized outside the formal school, it is always desirable to secure the support of the formal educational system within the country to ensure that the resources of that system are available for the adult literacy programme. It is also necessary to mobilize the learners within the formal system to assist with the programme when necessary.

The Local Leadership - It has been observed that in some cases, unless the support of the local leaders is available, a programme does not make the necessary progress. It is, therefore, essential to motivate the local leaders and enlist their active support.

Development Agencies - While an adult literacy programme in itself is organised to bring the educational component to the learners, a programme has little chance of success if it is not linked to economic development. It therefore becomes necessary to motivate agencies, departments and individuals connected with developmental programmes and schemes to co-ordinate their efforts and activities with those of the adult literacy programme.

The Learner - The need for motivational material for the learner in an adult literacy programme is obvious. As has been pointed out earlier, the motivation of a learner can never be taken for granted. Constant attempts at maintaining the motivation of the learner have to be made. In the broadest sense, after the initial step has been taken by the learner to enroll in the programme, everything in the programme should be aimed at strengthening and maintaining the motivation of the learner so that he may continue in the programme. From this point of view, the entire programme and all the materials and the success of the programme should be measured according to the number of learners who are motivated to complete it.

Motivational materials development

Given the need for motivational materials for the learners, it is necessary to recognize further distinctions within the learner group since these distinctions influence the motivational materials required. For instance, it may be necessary to devise different motivational materials for learners from the urban areas as against those from the rural areas. Some of these crucial distinctions are :

- locale of learner - Urban or rural,
- age of learner - young adult or advanced in age.
- sex of learner - male or female,
- socio-economic background of the learner - tribal, nomadic, settled,
- caste or religion of learner - (in order not to offend the sensitivity of the learner),
- occupation of learner,
- felt or real need of the learner - (in the context of the regional and national priorities).

ADEQUACY OF MOTIVATIONAL MATERIALS

As has been hinted at above, motivational materials are required at various stages of the programme in order to sustain the motivation of the learner and to inspire others to co-operate. It has also been suggested above that in the broadest sense motivational materials are like publicity materials.

Typically, for any given programme there is need for a variety of motivational materials for the various clientele mentioned above. It is also necessary to provide for motivational materials at various stages of the programme. Without the variety and continuity the motivation-building aspect of an adult literacy programme can suffer major setbacks.

Broadly speaking one may distinguish between motivational materials for the literate non-learners and the illiterate learners. One may also distinguish between motivational materials for wide circulation or dissemination and those for limited circulation or dissemination. Both these distinctions eventually affect the format of the materials.

Motivational materials have also to maintain a happy blend between what is familiar or known and the novel or unknown. At the same time these materials must be intimately woven into the local socio-cultural matrix employing, as far as possible, the local resources including traditional art forms and media.

It may be mentioned here that the use of local and traditional forms and media contribute to the effectiveness of these materials leading to their being accepted by the target groups.

It is also important to plan the availability of motivational materials at the various stages of a programme. Not only are these materials required at specific stages for the learners, but also for the other groups listed above. For instance, while motivational materials would be required for all groups at the initial stages, they would be required for the learner groups for a considerable period after the programme has been started. On the other hand, it may not be necessary to administer these materials to the non-learner groups except at certain intervals when they should be reminded of their support to the programme, as well as being informed of the progress that the programme has made.

Just as at a certain stage within the programme all materials serve as motivational materials, the reporting of the successful conclusion of one stage may serve as motivational material for the subsequent stages. From this point of view the monitoring and evaluation aspects of the programme may be fruitfully used as motivating factors for the continuation of the programme.

KINDS OF MOTIVATIONAL MATERIALS

Since the basic purpose of the motivational materials is to encourage the learners to participate in an adult literacy programme and to motivate the non-learner groups to support the programme, the development and writing of these materials requires a great deal of inventiveness and care. Experiences in the fields of publicity, advertising, mass media and educational technology as well as the traditional and folk media can be fruitfully used in designing and developing these materials. Frequently, it has been observed that the designing and development of motivational materials is entrusted to agencies and individuals who have experience in developing publicity materials without necessarily being familiar with educational principles and theories. In such cases although the materials may be very effective from the viewpoint of designing, there is always a possibility that they may run counter to the underlying educational purpose behind such materials. As a rule, motivational materials (like other materials) are best developed by teams of people with different individuals representing the different kinds of expertise that are required for developing such materials.

More than in any other kind of materials, the mass, electronic and traditional media are employed in the development of motivational materials. By their nature, motivational materials have to be brief, to the point and appropriate to the specific purpose or aim. These conditions are most effectively met by the various media such as film, radio, television and traditional art forms such as folk songs, folk plays and so on. Motivational materials have also utilized, with success, several of the ideas within the print medium that have been successfully exploited by advertising and publicity.

It might be convenient to divide motivational materials into two broad categories, such as printed materials and non-printed materials. Some of the better-known examples of both these broad categories are listed below.

I. Printed Materials - Some of the more well-known printed materials are:

The Poster:

Of all the printed motivational materials, the poster is perhaps the most versatile. It has been used in numerous

programmes of adult literacy with varying degrees of success. Seemingly simple as a finished product, the poster has to be designed with utmost care if it has to be effective. Posters can be designed for both the literate as well as the illiterate clientele, although designing a motivational poster for the illiterate, without the use of any written symbols, is an extremely challenging task. The best poster is one that invokes a single idea or concept and conveys this directly and plainly. A poster should be so transparent that a brief and unstudied exposure to it should be enough for the viewer to get the message. A poster that needs to be interpreted, by definition, ceases to be a poster.

The Illustrated Pamphlet or Brochure:

This format has an advantage over the poster in that a connected narrative or a sequence of ideas or concepts can be presented through the illustrations. Although it is theoretically possible to design a pamphlet or brochure without using any written symbols, it is very difficult to do so, especially if the length of the narrative is not severely limited. The pamphlet or the brochure, therefore, is more appropriate when addressed to the already literate people.

The Comic Strip:

This is a variation of the illustrated pamphlet brochure but has the advantage over the earlier type in the use of caricature.

The Write-up:

This type of printed material can be used only when addressed to the literate groups. It may appear in any form, such as a rhyme, a notice, a circular, an advertisement, a brief eassay and so on. It is most effective when it is brief and unusual so that it may attract the attention of the target clientele.

II. Non-printed Materials

The materials in this category differ from those in the first category in one major respect, viz. the non-printed materials do not depend on the use of writing. Consequently all materials in this category can be used most effectively with the actual learner groups who are illiterate. While the non-print media, both electronic and traditional, have

been used in many adult literacy programmes, the potential of these materials has yet to be fully realized. With new break-throughs in electronics and educational technology, the possibility of further utilization of these materials has increased in recent years. It would be enough to merely list some of the various sub-types of these materials that can be used for promoting motivation. These are:

i) the film;

ii) the film strip;

iii) the radio brief;

iv) the radio play;

v) the video play;

vi) the radio/film/video slogan and so on.

Variations on the already known varieties can be invented

MOTIVATIONAL AND OTHER MATERIALS

In the broadest sense, motivational materials may be distinguished from the purely instructional or follow-up materials. At the same time, as it has been stated above, all materials incorporate a motivational component without which no materials can be effective.

The most crucial difference between motivational materials per se and instructional materials resides in the fact that motivational materials do not seek to impart any knowledge or information concerning a process or activity which the instructional (or follow-up) materials seek to do. In other words, motivational materials are not designed to 'teach'. Motivational materials have to be brief and precise. The materials must touch the learners in such a way that they are moved to act in a pre-determined manner. The impact of the motivational materials must be felt immediately.

The language used in the motivational materials, both printed and non-printed, must be that of the target clientele.

THE UDAIPUR EXERCISE

Before addressing itself to the question of developing motivational materials, the Udaipur Workshop made an assessment of the 'State of the Art' with regard to the materials in the different member countries represented at the Work-

shop. After an analysis and synthesis of the various country Status Reports presented by the different delegates, the existing status of motivational materials was summarised as below:

Motivational Materials - Analysis and Synthesis

The most interesting aspect of motivational materials revealed through the country Status Reports was that not many countries distinguished between the question of motivation on the part of the learners to attend an adult literacy programme and motivational materials as such. The following extract from the Report of the Workshop illustrates this:

> "The question of motivation has been touched upon by several of the country status reports and case studies although no specific, direct and detailed reference to the format of motivational materials has been made. The question of motivation is seen as related directly to enrolment, speed of learning and retention of what is learnt as also the practical use of the skills acquired.
>
> "Most countries like Nepal, Philippines and India, among others, include training of adults in the profession or professions they are involved in as part of the motivation for the learning of literacy skills. Philippines report states that if the kinds of programmes offered meet the actual needs and interest of the clientele group, strong interest could be maintained among the learners. Philippines reports also speak of the need for the preparation of self-learning kits and modules for those categories of illiterates who can not meet in organized groups.
>
> "Some countries like the Socialist Republic of Viet Nam emphasized that enrolment becomes voluntary owing to the awareness, on the part of the learners, to study and their appreciation of literacy as a social need. Persuasion by visits to families, person-to-person contact help and relief to illiterates in their domestic work so as to enable them to attend the literacy class, help in their work in the firms, etc., and creating an atmosphere or demand for literacy, and a persuasive insistence on the use of literacy skills attained in

work and personal dealings, exhortations, relating literacy to personal lives are all some of the motivational techniques employed in the countries of the region.

"While enrolment is sought to be achieved through the use of several techniques, attendance is sought to be achieved also through materials that would sustain the interest of the learners and make them appreciate the utility of literacy. The Thailand status report emphasizes the content relevance characteristic of the text used. The reports from Thailand, Philippines, Indonesia, India and Nepal, among others, speak of the technique of discussing the problems that the learners face in their daily lives as a step to motivate the illiterates in the class to learn literacy skills. The Thailand report states that while, in theory, discussion should dominate functional literacy classes, the programme should not rely on methods that involve excessive teacher questioning; instead, the report argues in favour of group discussions first and then discussions in the class as a whole.

"In a larger sense reference to motivation has had to do with the choice that learners make ranging from preference for literacy per se to preferences for functional programmes. Several studies and reports (including that of Pakistan) refer to the use of traditional forms of communication such as musical performances, plays, folk performances, folk art, public meetings, traditional literature, religious gatherings and mass communication for providing motivation for the learners. The cost benefit factor of the use of television and electronic media has also been considered as an important factor here. In the same general tone of motivation as against motivational materials, some reports in indicate that motivation to learning is related to ethnic and religious groups. By and large most studies tend to talk only in terms of limiting factors in learner motivation as against the development of motivational materials. In this narrow sense, thus, the studies talk very generally of the use and implication of various media and group activities for encouraging learners to participate in the programmes.

"The following points may be given as a summary of the questions raised under the category of motivational materials:

i) The relationship between learners' needs, content and form of literacy and the text-books as a motivating factor: if the learners' needs are reflected in the literacy text-book, their attendance in the literacy class will be sustained and their learning will be better.

ii) The relationship between literacy and education in the profession: if the programme envisages a literacy component as well as education in the professions, and if the inter-relationship between the two is well established, retention of literacy, in addition to the regular attendance in the literacy class can be ensured.

iii) The importance of creating social awareness in favour of literacy skills.

iv) Use of a variety of techniques to ensure enrolment, speed of learning, retention of what is learnt and practical use of the skills acquired.

v) The need for a variety of materials for each of the stages of literacy, viz., enrolment, speed of learning, retention of what is learnt and practical use of the skills acquired.

Panel Discussion

Drawing upon the individual experiences of the twelve member states represented at the Udaipur Workshop, a panel discussion on the topic of Motivational Materials discussed various aspects of developing these materials. The views of the panel were discussed by other participants and a final report was drawn up. This report summarizes some of the issues discussed above.

Motivational Materials

Introduction:

The following questions were considered in connection with motivational materials:

i) What are the elements of motivation?

ii) What are the different stages of any Adult Literacy Programme that require specific motivational materials?

iii) What is the distinction and relationship between motivational and other materials such as instructional and follow-up materials?

iv) Do we require different motivational materials for different clientele - functionaries, prospective learners, the general public and other categories of persons?

v) Should a single agency or multiple agencies be entrusted with the task of producing motivational materials?

vi) What are the essential steps involved in the production and use of motivational materials?

vii) What are the different kinds of media that may be used for the production and use of motivational materials?

viii) How technical should motivational materials be?

Motivational Materials for Different types of Clientele

There was a general agreement that there should be different motivational materials for different clientele-functionaries, prospective learners, and the general public. Motivation does not mean only dedication to work . If dedication to work is not based on a deeper understanding of the complexity of the task, even dedicated individuals would soon become ineffective. Motivational materials for the functionaries and the general public should aim at giving them an understanding of the various problems involved in the task, and possible alternative solutions to these problems. The form and content of the motivational materials for the functionaries would depend on the functions expected of them in a particular adult literacy programme. This may be achieved through training, through visual means including films, printed materials and slides or through discussions and exhortations.

Motivational Materials for Different Stages of Literacy Learning.

As regards the learners, motivational materials are required for each of the following stages - enrolment, learning, sustenance of the learning efforts,

retention and use of what is learnt. For a literacy programme to become successful, each of these stages must be recognized and suitable motivational materials prepared. The form and content of motivational materials would differ from stage to stage. For instance, while persuasion (through oral and non-verbal visual means) plays a crucial role in enrolment, the actual learning of literacy skills may depend on the relevance of the instructional material. All the stages are inter-related but they require distinct motivational materials.

Relationship between Motivational Materials and Other Materials

This question of the stages in adult literacy motivational materials leads to another important question, namely, the question of relationship between motivational materials and other types of materials. Should there be a separate set of materials produced as motivational materials or should the motivational aspect be incorporated in the instructional itself? While one should indeed incorporate the motivational aspect in every type of instructional material produced, the distinction between motivational materials and other types of materials can be made. The distinction lies in the fact that motivational materials aim at drawing the attention of the learners and others to the need for a particular task but not at undertaking the task itself. Motivational materials have a supportive role to play and should generally precede each stage of instruction and the instructional materials for that stage.

Components of Motivation

"The question of defining what motivation is needs to be further investigated. It is necessary to identify the elements that contribute to the active emergence of motivation, and to identify causes that accelerate enrolment, cut short the learning time, sustain the learning effort, condition the quality of what is learnt and influence retention and application of what is learnt. Equal importance should be given to successes and failures. Specific conditions of successes and failures would vary from country to country in the

region. However, some general elements such as familiarity of the task, relevance to the task, and complexity of the task, may be directly related to motivation.

Single Agency or Multiple Agencies?

Restricting the preparation of motivational materials to a single agency could lead to a less effective and minimal utilization of expertise and channels available. Our effort should be towards the exploitation of every conceivable means and media to produce motivational materials. It would, then, appear that motivational materials should result from a multiple agency activity.

How technical should the motivational materials be? The motivational materials should not be 'technical' above the comprehension level of the target group. This principle is based on the assumption that motivational materials should generally communicate instantaneously. If instantaneous communication is achieved, comprehension of the motivational materials would become a part of the learning process. Thus if instant communicability of the motivational materials is to be the chief criterion, it would automatically restrict the form in which motivational materials are presented. In some cases, however, instant communicability need not be the chief distinguishing feature of the motivational materials. In these cases, the failure to solve or comprehend what is given may be used as a motivational basis to learn further. All these indicate that the technical level of the motivational material should not be above the comprehending ability of the target group.

The "Language" of Motivational Materials

The question of "Language" through which the motivational materials should be presented to the target group is of importance. This is specially relevant in the context of certain nations in the region where the national language may be different from the home language of the target group. It was felt in such cases visual (non-written) cues and oral means in the native language would play a greater role in the beginning; leading to a progressive increase of the national language cues.

Media for Motivational Materials

It would be fruitful to identify the traditional media and assess the effectiveness of each of these for the various stages of an adult literacy programme. It would be necessary to prepare software for these media. While preparing this software care should be taken to follow the curriculum and specified instructional materials, and also the established procedures of material production which include the appropriate choice of language or dialect, among other things.

The Instructor and the Motivational Materials

The instructor must be trained in preparing inexpensive and relevant-to-the-task motivational materials. He must also be trained to choose one or more of the traditional media for the task on hand or to organize the presentation of the material through the media.

Conclusion

The following points for the production and use of motivational materials have been arrived at in the workshop:

- In order to make the adult education programme successful, material is necessary for both the literate and illiterate population.
- The purpose of preparing motivational material for literate people is to sensitize them to support the programme in as many ways as possible.
- The motivational programme for illiterate population is needed to:
  - i) create a desire to acquire literacy,
  - ii) attract them to come to the class to to learn and sustain their interest in the class,
  - iii) persuade them to use their literacy skills further in order to ensure retention of these skills.
- Interest may be generated in the illiterate population by telling them of the problems of illiteracy as well as the advantages of literacy.

It may be done through mobilizing the local resources, folk media and mass media. A variety of materials will be needed for the purpose.

- There are various kinds of motivations, but only fundamental and intrinsic motivation improving the quality of life of the learners within the context of national objectives would be long-lasting.
- Motivation becomes effective if the motivational programme can affect and touch such areas which enhance the sensitivity of an individual or of the whole community to take interest in the literacy programme. This may be done in a variety of ways. Use of songs in Viet Nam, Khit-Pen process in Thailand and association of letters with sound in Philippines are some of the examples of such efforts.
- In order to make the adult education programme successful motivation material is necessary for both the literate and illiterate population.

III. PROCESS OF DEVELOPING MOTIVATIONAL MATERIALS

PROCESS

It has been pointed out above that motivational materials fall into a category that is significantly different from other kinds of materials. Yet, all other materials and motivational materials are intimately connected with each other. For instance, motivational materials must hold out to the learner the promise of achievement which is in fact fulfilled through the instructional materials. On the other hand, it must be recognized that motivational materials can raise expectations which are not intended by the programme, leading to a sense of frustration in the learner. For instance if the programme is designed to impart literacy skills within a specified time, the motivational materials should be designed to relay this message. Or, the motivational materials should not underline any factor (like illiteracy, ignorance, poverty, etc.,) which is likely to embarras the prospective learner, for it may then be counterproductive and inhibit the learner rather than encourage him to join the programme.

It would be well to recognize that the process of developing motivational materials is highly complex and must be understood fully. In this section some of the implications of this process are discussed.

AGENCIES

Any materials production process is best carried out as a group activity. This applies to the development of motivational materials as well. The ultimate responsibility for developing motivational materials rests with the agency that is responsible for planning and implementing the literacy programme. In most cases this would be the national government or its various departments that are entrusted the task of implementation and materials production.

Since most literacy programmes are linked with developmental programmes, it is always desirable to develop motiva-

tional materials in consultation with the development agencies so that the development programmes are brought to the attention of future learners. For instance, if a scheme of bank loans for development is available, the literacy programme may attract future learners by publicizing the bank-loan scheme; or the literacy programme may publicize an animal husbandry scheme aimed at training the dairy farmers who are illiterate and hence do not take advantage of such a scheme.

The development and designing of motivational materials requires specialized training in designing. Therefore, the task of designing is best left to the care of a professional agency that has the required expertise. Such an agency may be a department of the government or a part of the national agency responsible for the implementation of the programme; or, it may be a private agency that is contracted to develop these materials. Wherever the agency be located, it is always necessary to associate with the process of developing such materials individuals with different backgrounds and expertise. Typically, there should be a team of individuals comprising an educationist, a development specialist (connected with the specific material), a psychologist, a linguist (familiar with the local language), a literacy expert, a designer, a media expert and a local person (possibly a future participant). All the members of this team should contribute to the process of developing this material, although it is not necessary that they should work simultaneously.

CURRICULUM AND MOTIVATIONAL MATERIALS

Ideally, motivational materials must be linked with the curriculum which should specify the place of the motivational materials in the total programme. For instance, if the curriculum has specified as an objective the tapping of water resources in the programme area, it may have also indicated the kinds of materials required to deal with such an objective.

As an example we may assume that in a given area the local people have not exploited all the water resources and have, therefore, allowed their village or region to be underdeveloped agriculturally. The educational programme may be designed to get the local people to identify and conserve all water resources for more effective irrigation. As part of the motivational materials specified in the curriculum, it would be possible to develop a poster or a map showing

the village as it is now and contrasting it with what it could be if all water resources are tapped and used for agriculture. The poster would contrast the picture of present desolation with that of plenty in the future.

However, not all motivational materials are, or can be, specified in the curriculum. For instance, motivational materials for enthusing the future learners to join the programme or soliciting the support of non-learner groups are not listed in any curriculum. These are, in fact, included in the initial planning document. Hence these materials, which may form the bulk of the motivational materials, have to be developed according to criteria or features relevant to the goals of the programme and in consonance with the national aims and policies. In the development of these purely motivational materials, it is also important to take into account the local socio-cultural factors. These materials must not give offence to any member of the society nor must they leave any room for misinterpretation.

IDENTIFICATION OF MOTIVATIONAL MATERIALS

Whether the motivational materials are a part of a curriculum or are designed to fulfill the purely 'motivational' task specified in the plan of the programme, the various agencies involved in the activity of developing such materials, must identify the format or formats of the material. It is always possible to communicate the same idea or concept through a variety of formats. For example what is communicated through a poster may also be communicated through a radio play, or a short film, or a leaflet, or a stage play and so on. The ultimate choice of the format depends on factors like local conditions, financial constraints, availability of appropriate materials, etc. It would be pointless developing a television play for a place where there is no television, or developing a poster for an area which is not easily accessible.

It is often the case that the format of the motivational material is determined pragmatically and is linked with several factors listed above and others like distributional networks, enthusiasm of the agencies involved, and so on.

DRAFT FORMULATION

Like any other materials, motivational materials have first to be developed as a pre-final draft before their final production. In fact the draft formulation of motiva-

tional materials takes on a special significance since, unlike other materials, it is difficult to bring out revised editions of these materials. That is to say, instructional materials may be revised after a field try-out and used again; but in the case of motivational materials, it is not possible to make 'corrections' for re-use, because if the materials have failed to meet the desired goals they are best abandoned. At most the failure of a particular material may be used as a lesson for future development of similar materials.

A draft formulation, therefore, has to be carefully planned and re-planned by the team of people mentioned above and judged against the experience of these individuals and against any past example available to this team. The appropriateness of the draft has to be evaluated in terms of the local conditions, socio-cultural factors, language, etc. In most cases, the draft formulation of motivational materials is the most crucial stage.

TESTING OF MATERIALS

Testing of motivational materials can be very complicated. If the draft materials are used with the target groups then there is a risk of creating a negative effect if the materials are not appropriate. On the other hand if the testing activity is carried out in a simulated situation, the effectiveness of the materials cannot be fully measured. Consequently, most often the testing of the materials is limited to a small group of people who are asked to react to the specific materials. However, the testing of the format is relatively easy and many studies are available on the relative effectiveness of the various kinds of materials used in motivational programmes. For instance, it is relatively easy to find out whether the target group is more likely to respond to a poster, or a radio programme, or a traditional folk form and so on.

Eventually, the form of specific motivational materials is arrived at through informed opinion and consensus.

MASS IMPLEMENTATION

After the motivational materials have been finalized and produced, implementation or distribution becomes a major problem, especially where there are inadequate distributional channels. On account of various unforeseen reasons, the distribution of materials is inadequate. In some cases, as a

result of sheer neglect, these materials never leave the warehouses where they are stored. It is, therefore, necessary to provide for a system through which the materials reach the intended audiences. It is necessary also to continuously monitor the distribution and identify institutions and individuals whose responsibility it is to distribute them. Setting up of such a system, of course, presupposes that there is a prior decision as to the target group, the geographical area, etc., where the materials will be distributed.

TEACHER'S GUIDE

The question of providing a teacher's guide to accompany motivational materials becomes significant in relation to those materials which are linked with the curriculum objectives. In the teacher's guide the significance of the specific material as well as the methodology of presentation should be fully explicated. The relation of the motivational material to other materials should also be highlighted to enable the teacher to ably utilize the motivational material in its intended place in the curriculum.

FACE-TO-FACE COMMUNICATION AS MOTIVATIONAL PROCESS

In the above discussion on motivational materials, only the pre-designed materials (both printed and non-printed) have been considered. While these materials play a significant role in any adult literacy programme, one must consider the place of face-to-face communication in creating motivation.

It is a well-known fact that in many adult literacy programmes learner motivation is built up through personal contact by literacy workers, development extension personnel, local leaders, government officials and others. In fact it is seldom realized that these face-to-face encounters perhaps play a dominant role in securing learner motivation.

It is important to make a systematic use of these techniques and to provide proper training to functionaries connected with these programmes to build up learner motivation through dialogue, discussion, group meetings and so on.

IV. RESEARCH, EVALUATION AND FOLLOW-UP

RESEARCH

The development of motivational materials has only recently been undertaken on scientific lines. As has been pointed out earlier, techniques and experiences in the fields of publicity, advertising and mass communication are being employed most effectively in the development of these materials. These fields in themselves are in various stages of development.

Research in the field of motivational materials, therefore, must go hand in hand with developments in these fields as well as in the areas of educational technology, pedagogy, communication and others. There is a great deal of future promise in the area of motivation-building materials, the importance of which is becoming evident as non-formal techniques of education are becoming more acceptable. Motivational materials are bound to play a crucial role in the development of non-formal education.

EVALUATION

It has been stated earlier that the evaluation of motivational materials is intimately linked with the success of the entire programme. So close is this link that the dependence of one on the other is likely to become circular.

Ultimately, the success of the motivational materials should ensure the success of the programme and, therefore, the task of evaluating the materials has to be continuous. The need for administering motivational materials should be indicated by the progress of the programme itself.

FOLLOW-UP

Building of learner motivation is never a one-time activity, especially in the context of an adult literacy programme. Once a learner has been motivated to join a programme, it is important to sustain his interest and motivation. This can be achieved by planning a series of motivational

materials each designed to strengthen the impact of the previous one, thereby providing for the learner's continuous motivation to continue in the programme.

The ultimate goal of the motivational materials should be to transform each individual learner into a rational being who is fully aware of himself, his environment and his reality. He should through his own experience contribute to the formation of a learning society where illiteracy does not undermine development; where every individual is able to participate in the national development and share the benefits of this development.

V. SAMPLE MATERIALS

The materials included in this section are those developed by the participants in the Udaipur Workshop. The materials were prepared to illustrate some of the curriculum objectives included in the sample curricula developed by four groups of participants after field study in four villages in the vicinity of Udaipur. The sample materials are essentially sketchy illustrations of the various possibilities that were experimented with by the Workshop participants. They are not intended to be finished products. Above all, the exercise in producing these materials was set up to give the participants first-hand experience in the various processes of curriculum and materials development.

Seven sets of materials produced below have been selected from about two dozen sets developed in the Udaipur Workshop to illustrate motivational, instructional, follow-up and media materials. The illustrations included here are all motivational materials. Each set of materials is accompanied by a brief description about the format, purpose, etc.

Sample 1 - Hoarding (bill-board)

This set consists of three illustrations numbered 1, 2 and 3. Illustration 1 depicts the actual condition of a particular village that is languishing for lack of water resources and provision for conserving water. Illustration 2 depicts the village as it could develop if a dam is constructed nearby to preserve the water resources available. Illustration 3, on the other hand, depicts the same village some years hence, if no steps are taken to solve the water problem. This illustration presents a picture of desolation. A data sheet accompanies the illustration.

The set was visualized by a group of participants from Afghanistan, India, the Philippines and the Socialist Republic of Viet Nam. Since the material is to be used as a visual there is no associated verbal message.

MOTIVATIONAL MATERIAL DATA SHEET

1. Type of Material: Hoarding with three panels depicting views of the village - 1) present, 2) future with a dam and 3) future without a dam:

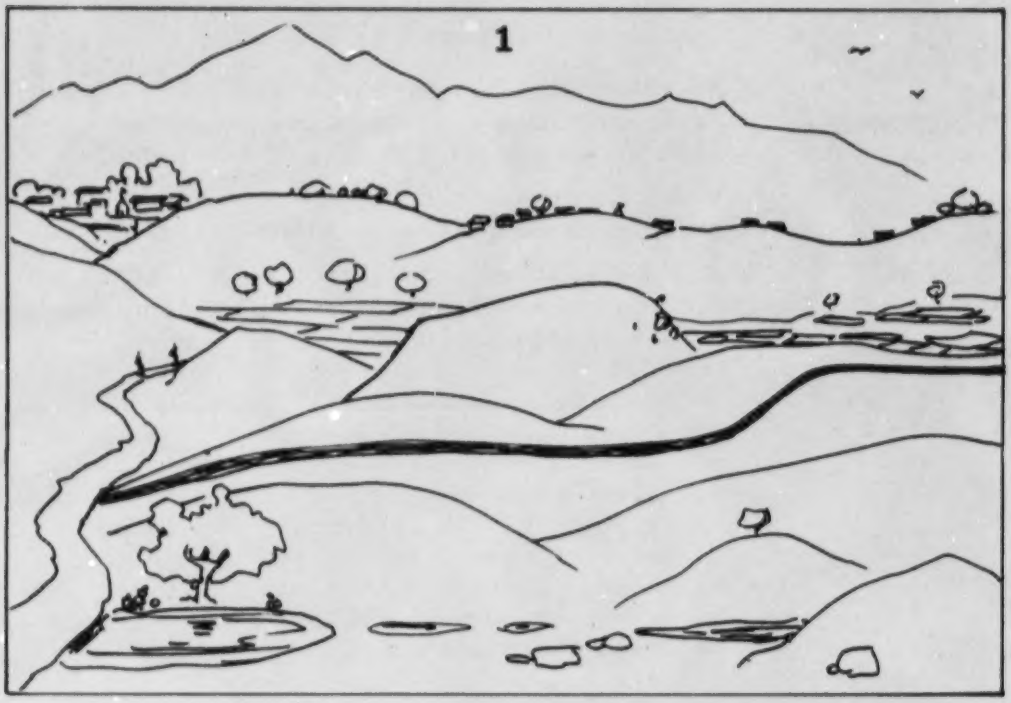
   Painted with waterproof and weatherproof colours on metal sheets 4'x 3' each.

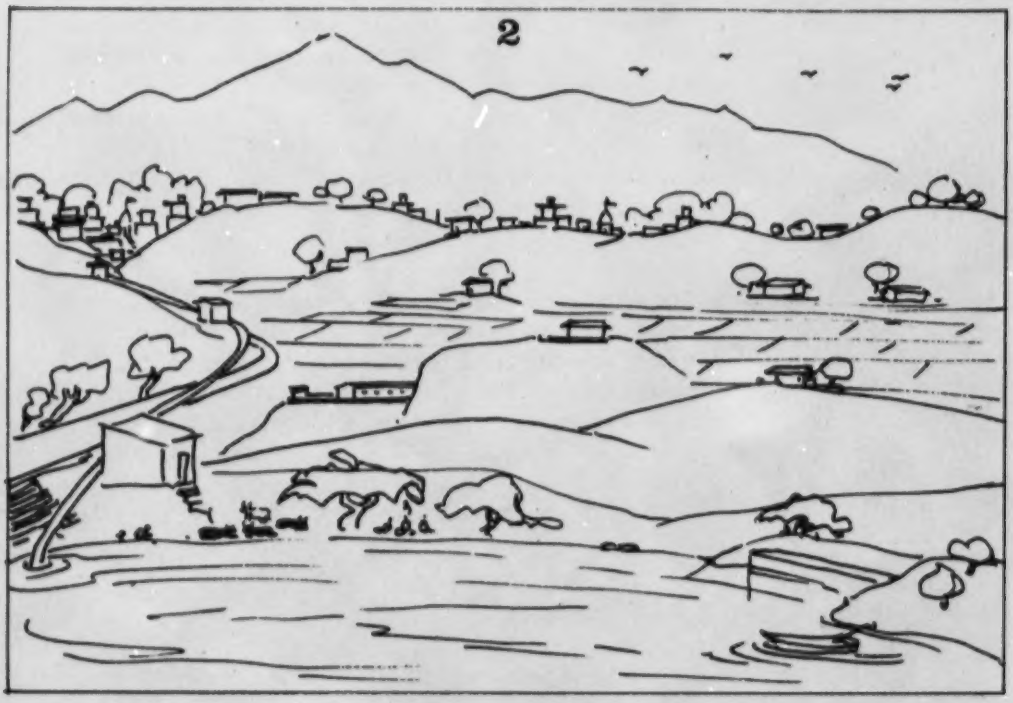
   To be displayed prominently at a central place in the village as a reminder of hopes, possibilities and dangers.

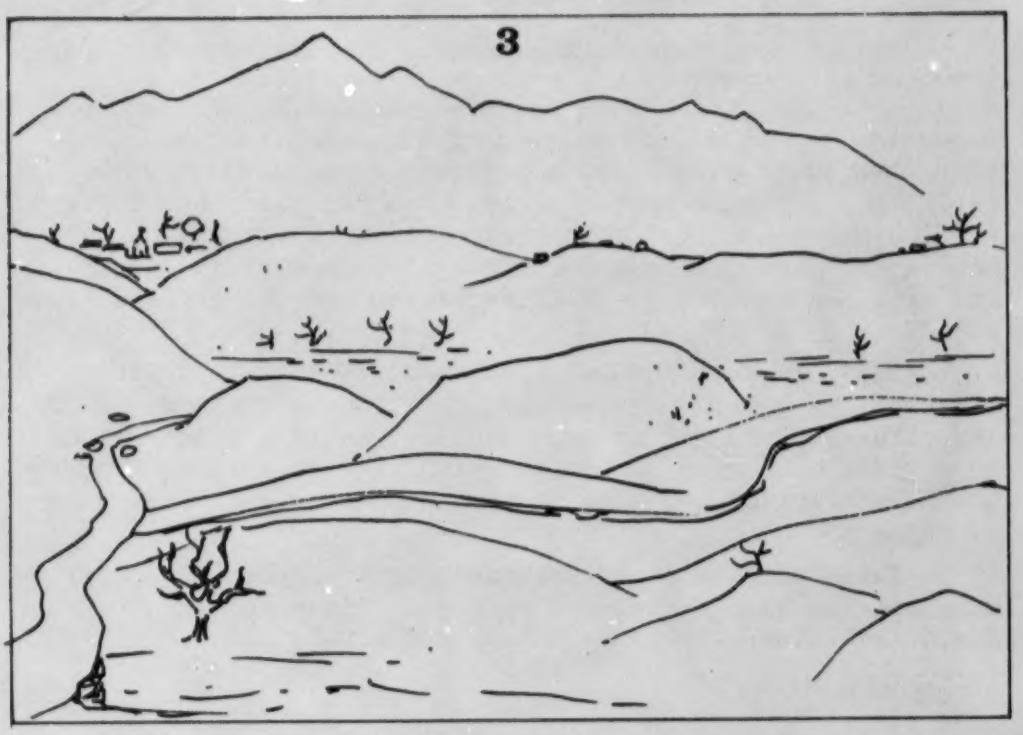
2. Purpose: Motivational; assumes correlation of development and education and the capacity of the illiterate people to grasp this and to relate to material that is inspiring, dignity-giving and concerned with larger aspects; theme related to the specific situation, concerned with all round development but starts with the key problem of water for irrigation; out of classroom application.

3. Use: First presentation after the technical and economic feasibility of the dam and lift irrigation scheme has been established; this to be done at a meeting of the whole village community, elders and leaders and the task force to facilitate discussion and decision regarding the dam. Subsequently displayed prominently as a reminder and to enable monitoring.

4. Supplementary: Informational pamphlets, incorporating the panels of the hoarding, for the community, giving historical back-ground, present situation, future scenarios and options for discussion and decision-making


1


2

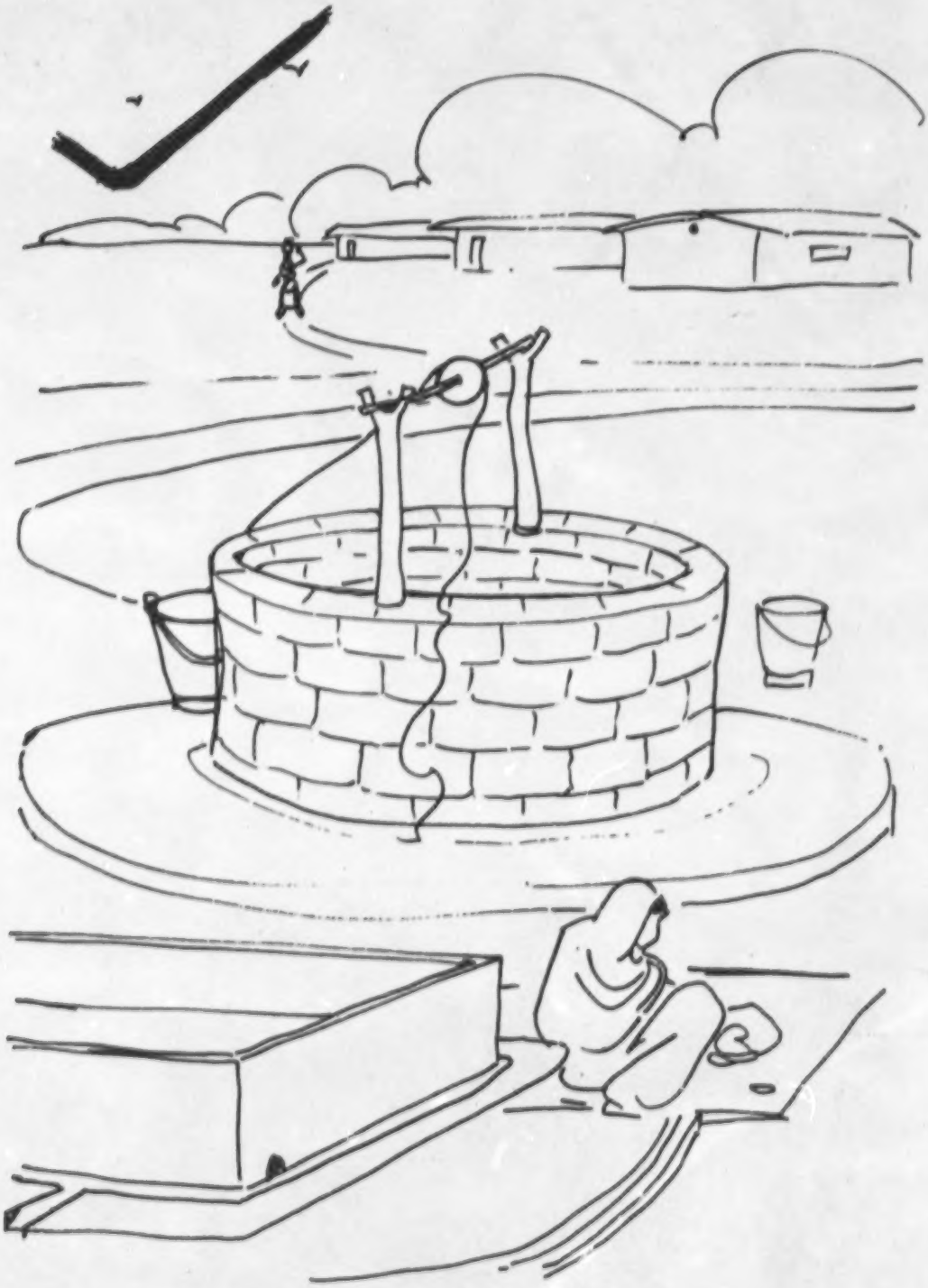

3

Sample 2 - Brochure/Poster/Chart

This set of materials comprises four pictures on the theme of environmental hygiene. Two illustrations show a village house; in one with animals and poultry wandering about and the yard unclean, and in the other everything is order and clean. The first illustration has a large mark (x) at the top meaning "not like this" and the other illustration has the mark (✓) meaning "like this". The second set of two illustrations depicts a village well and carries the same message as in the illustrations of the village house.

The illustrations are simple and direct. No written message is used. The meaning of the illustrations is clear. The illustrations can be produced in twos in a brochure, or as posters with each poster carrying the two related pictures. The illustrations can also be used as charts for class-discussion.

These materials and the subsequent samples presented in this section were visualised by a group of participants from India, Pakistan, Papua New Guinea and Nepal.

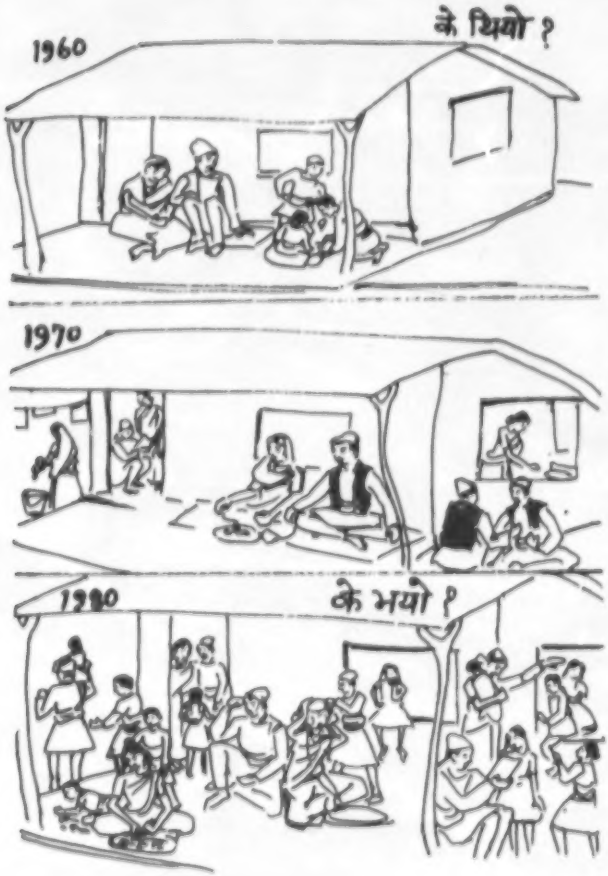


Sample 3 - Poster

This poster is on the topic of "Population Education" It has three panels each dated in sequence. The first panel (1960) shows a small family with five members. In the second panel (1970) the children in the first panel are now married and the extended family now has eight members. In the third panel (1980) the extended family has grown to twenty. The adequate abode of the first panel is now over-crowded. The first panel carries a simple two-word message meaning "What was?" and the third panel carries a counter-point message "What has become?"

The poster is intended to depict the consequences of an unplanned family.

Produced by the same group that visualized sample 2, the language used in the poster is Nepali.



Sample 4 - Comic Strip

This 16-frame comic strip depicts the success story of an illiterate juvenile delinquient who goes to an adult literacy class which changes his life completely and he goes from success to success. The pictures are simple and show a sequence of events. Each picture carries a small descriptive caption. The material is intended for both the illiterate and semi-literate persons.

Produced by the same group as in samples 2 and 3, the language is Urdu and the pictures depict a socio-cultural context in north-west Pakistan.

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Sample 5 - Radio Script

This is a radio script of a motivational programme that could be broadcast over the radio. The script is brief and uses the local language and colour. The original text and a brief summary are included here.

The language used is Sindhi and the script is intended for the Sindhi-speaking adult in rural Sindhi in Pakistan.

A DIALOGUE ON RADIO FOR MOTIVATION

Setting : Group of villagers with the wise-man of the village at his sitting room.

Objectives :
1. To develop awareness about a problem, need and solution.
2. To make villagers realize the importance of literacy and create desire for literacy.
3. To acquaint the villagers about preventive and precautionary measures against diseases.
4. To develop a sense of co-operation.

Focus : On health problems and solution through co-operative efforts and literacy learning.

Follow-up : Distribution of posters and stickers.

بالغن کي ڪٽ پڙهڻ ڏاهن ڏيان ڇڪڻ لاءِ

ريڊيو پروگرام

هدايتون -

خيرمحمد: سلاماليڪم ميان صاحب. خوش آهيو چڱا پلا - خير آفيت - سڀ خير -

ميان صاحب: وعليڪم سلام - الله جا احسان آهن، دب جو رحمتون آهن، بارن جو دعائون ڪپن - توهان بڌايو خوش آهيو - چڱا پلا خير ئي خير آهن -

خيرمحمد: الله جو شڪر آهي ميان صاحب - توهان جو دعائون آهن -

ميان صاحب: چو پلا ڪجهه هينا ٻڌيا لڳو. خير ته آهي نه -

خيرمحمد: ميان صاحب بخار ماري وڌو. گهر ۾ هڪ ٻاڻي به چڱين ڪين ناهي - وڏا ننڍا سڀ بيمار پيا آهن - بارن جو ته ڏاڍو هينٽو حال آ -

ميان صاحب: ڪا دوا ڪر داڙ ن - اسپتال ڏي وڃين -

1. الغوزي جي لهر - هاڻي پڇو ڪاه 1 سيڪنڊن ڪان پوءِ هڪدم آهستہ - 1
2. هلڪي پڇ پراڻا ونسر جو آواز - "سڄڻ جي اوطاق" 2 ڻ جي ختم ٿيڻ شرط الغوزي جي لهر هاڻي پڇ ۾ 1 سيڪنڊ ۾ آهستہ آهستہ بلڪل هلڪي ٿيڻ ۾ -
3. آرڊسٽس جي گروپ ۾ دعا ڪو ڏيڻي -
4. سنڌن ڪالهاڻن جو آواز ۽ نعرن گوناٽ هڪجي -
1. الغوزي جي لهر ختم ٿين جي چيٽريا تي جڏن اچان آواز هڪ سيڪنڊ هلڪي لهر ۾ موجود هجي ته ميان صاحب هڪدم چوي اچو اچو خيرمحمد لڳاهي اچو ته گفتگو شروع ٿئي -

خیر محمد: سائین اسپتال بہ ویا آھیوں۔ بہ چار ڈینھن آرام [illegible] پر دری ساگیو حال آ۔ بارن جو نہ دستن ھتی حال خراب کری وڈو آھی۔

الھڈنو: میان صاحب سلا مالیکم۔ سلاما لیکم خیر محمد۔ میان صاحب خوش آھیو چگا پلا خوش۔ ادا خیر محمد خوش چاق چگا پلا۔

گل محمد: میان صاحب سلاما لیکم۔ خوش آھیو چگا پلا کل خیر۔ ادا خیر محمد خوش. چاق چگا پلا کل خیر۔

+

میان صاحب: وعلیکم سلام۔ الھڈنہ خوش آھیو چاق چگا پلا، سپ خیر۔ گل محمد خوش تھان بہ خوش آھیو چاق چگا پلا سپ خیر۔ اللہ خیر کندہ

خیر محمد: والیکم سلام۔ گل محمد خوش آھیو چگا پلا ادا الھڈنہ چاق چگا پلا سپ خیر آ۔

الھڈنہ: اللہ جو شکر آ ھی۔

گل محمد: الھڈنہ، خیر محمد! ڈسُ پر شا اچو۔ خوش تہ آھیو۔

میان صاحب: ھا! الھڈنہ خیر محمد چگی گلین کوئی یار بہ نیک کونھنس۔

ڈینھن ھنڈ

۱. الھڈنو بہ گل محمد نالی گی نائی شامل گھنگلو تیندا۔

۲. ھو بئی ائین شامل تیندا جڑ باھران او طاق پر آیا آھن

۳. بئی گڈ جی سلام کندا پر سر ملائی نہ۔

۴. ٹائیم سینگ:

الھڈنو: میان صاحب اسلاما لیکم

گل محمد: ..... میان صاحب

واسلامالیکم - - - -

+

۵. میان صاحب بہ خیر محمد گڈ جی ھک بئی پنیان ڈار ڈار آگسئی پنتی سلام وارئین.

میان صاحب الھڈنی کی تہ خیر محمد گل محمد کی پہ دری میان صاحب گل محمد کی تہ خیری الھڈنی کی۔

۶. الھڈنہ بہ گل محمد گڈ جی۔ ۷. ورائکن تی بئی ھکدم الھڈنو گفتگو شروع کری۔

[illegible]

[illegible]

[illegible]

الاڻ: واهه، چري ٻڌ تہ اڄ مجرل
بخار هو سب آهن.

نرمله: ڪيئن تہ ٻيائي ذڪر هو ٻاڻ ٻاڙي
ٻ ڏڪ ڏيئي ٻڌو.

جانصاب: هائو اسانجي ڪهن ٻڌ ٻڌڻ ٻ
ٻا سنڌڙا سنڌڙا جوڙ ڪمٽا آهن
ٻاڻ سان ڪڏ اڄ ٻيٽ ٻ هليا
ٻ جا جنڪشون رستن جي بيماري
ڦهڙ پڙي.

ڪرامه: پيرل ٻ ٻاڻ واڙ تہ پنهنجي پر
واري ڪهڙي هر سال ماڻ هئندا
آهن، [illegible] دواه ڏيڻا
آهن. سنڌجا حال آهي انهن هئا
بيماري ٻ ڪان پيل آهن.

جانصاب: سنڌن ڦهر ٻ ڪهڻي ٻ هڪ وقت
ماڻ رهندي آهي. سهڻي پاڙي
واري ٻاڻ ٻي ٻيائي جيڪي ٻڌ
هيل اٿن.

نرمله: جانصاب اسپتال ٻ ٻڙ. اسان ٻاڻ ڪي
ٻ ٽهي بيمار هيل آهن. ٻرهاڪن
اسين ان ٻڙهيل ماڻهن هڪڙو ٻڌ
ٻاهيو. [illegible]

الاڻ: اڙي هڪڙا هڪڙا حساب اٿن جيئن
هڪ دفعا ٻا ٻڙهندا آهن.

نرمله: اسين ٻ جي ٻڙهي ڪي جاشد اهڙن
هائ جيڪر نسيم ٻاڻ ٻ ٻڙهي خبر
ڪڍ هاڻ.

جانصاب: نرمله ٻڙهن ڪٿي هڪڙو هر ويل
جاڳڻون آهي. پيرل ٻ جاڻ ٻ تہ
ڏهاڙ ڏاڪر هٿا. ٻرهاڙي ڪوٽ
ٻ (ڪوٽ ٻ ڪوٽ ٻ) رات واڌ
ٻ ڏهول ڪليڪ ٻ رهي داخل ٿيا.

ڪرامه: سچ ٻ ٻڙ جانصاب. هاڻي ٻ هڪ
شاه ٻاڻ ٻ ٻڙهيو وڃن. هڪڙن
ٻ جاڻ خبر ڪين.

الاڻ: اخبار ٻ تہ اسين ڏسڻ هٿا وقت رهي
ڏڪڙا آهيو ٻاڻ. ٻهڙا ٻ حساب
حساب ٻ ڏڻ ڪيئن هڪڙن.

جانصاب: پيرل ٻ جاڻ خدا سڀڪو خوشاڪين
سڙيا آهن ٻر جي اسين سڀ ٻڙهي
ڪٿي سگهي وڃن تہ جيڪر هڪ سيڪڙو
هٿا ڪي رهي ڪٽڪ تہ ڏ ڏيڻون.

نرمله: ٻيڪر ڪات واڌ ڏهول هڪڙو ٻ
هڪڙو تہ اسين ٻ ڪٿي ٻڙهن سگهي وڃڻ
جانصاب: ڏهول ڏ هڪڙو ٻ آهي ٻر ڏهاڙ
ٻڙهن وارا ٻ هوندا.

جانصاب ٻڙهڻا ڇڏيا
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Sample 6 - Motivational Materials for Classroom Activity

These materials are included here to illustrate the more established use of motivational materials as aids to creating learning motivation in a real adult literacy class. Such materials rely on illustrations that can be used as charts or flash cards to initiate a discussion and learner participation. This is then followed by a regular literacy lesson, the literacy tasks being related to the words used in the motivational materials.

The language used in the flash cards is the pidgin used in Papua New Guinea. Instructions and a Teacher's Guide are also included.

LITERACY MATERIAL

USAGE INSTRUCTION

TYPE - FLASH CARD INCLUDING TEACHER'S GUIDE

SUBJECT - HEALTH

- . CLEANLINESS
- . NUTRITION

OBJECTIVES - MOTIVATIONAL, AWARENESS

- INTRODUCTION OF LETTERS AND WORDS
- DIRECTION FOR LEARNERS' LETTER-SHAPING, WORDS AND PHRASE FORMATION EXERCISES

CARDS CONTENT

1. DRING KLIN WARA
   (DRINK CLEAN WATER)
2. WASIM BODI OLTAIM
   (WASH YOUR BODY REGULARLY)
3. KAIKAI BILONG KAMAPIM BODI
   (BODY BUILDING FOOD)
4. KAIKAI BILONG GIVIM STRONG
   (ENERGY FOOD)
5. KAIKAI BILONG LUKAUTIM BODI
   (PROTECTIVE FOOD)

6. HELTI BODI

LONG STAP HELTI, YU MAS :

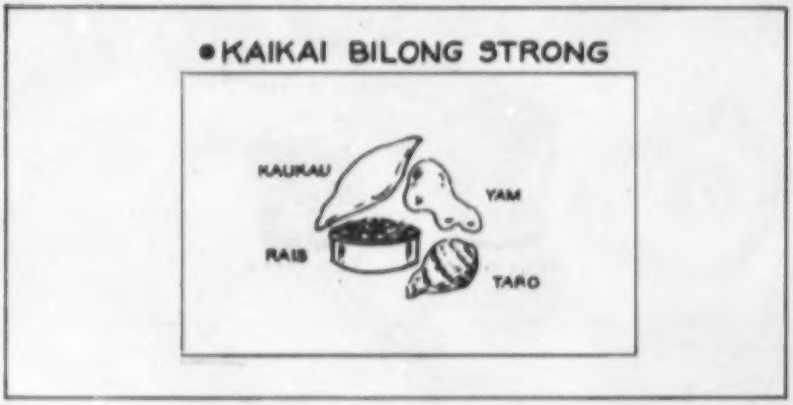
- . DRING KLIN WARA
- . WASIM BODI OLTAIM
- . KAIKAIM GUTPELA KAIKAI

NOTE : READ TEACHER'S GUIDE BEFORE BEGINNING
(Printed here on pages 50-53)

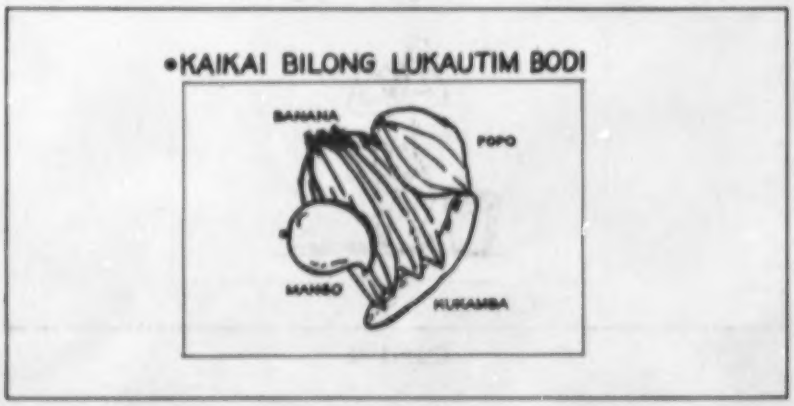
Card 1

Card 2

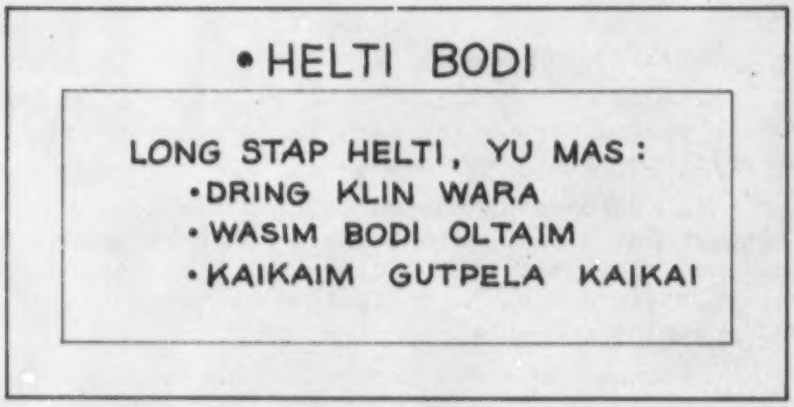
Card 3



Card 4



Card 5



Card 6

TEACHER'S GUIDE

Introduction

The main message these Flash Cards intend to convey is that Health is an intrinsic part of one's total well-being. That there are means by which a person can achieve this - namely, by keeping his body clean and eating nutritious food.

The specific content in the cards therefore directly points out the use of water for bathing and emphatically, drinking of clean water and eating the three kinds of food which make up a balanced diet.

Objectives

The objectives of this message are:

- Make learners appreciate the importance of Health to their lives; that poor health can be tragic for themselves,
- Make learners aware of the values of nutritious food,
- Encourage learners to drink clean water and to use water for bathing to keep clean,
- Motivate learners to practice cleanliness and eating a balanced diet and drinking clean water,
- Introduce letters and words used in the cards, and
- Enable learners to develop writing and reading skills.

Presentation

I. Motivation/Awareness

Before commencing, establish rapport, by introducing yourself, and let each learner introduce himself/herself; and other known means.

In introducing the subject, don't let it be a lecture, but a discussion, where learners are involved and they take part in the discussion. The teacher can ensure their active participation by asking questions and inviting comments.

Discuss the cards one at a time in sequential order, paying particular attention as follows:

Card 1

- Clean water is good for your health.
- Dirty water can cause stomach upset and illness.
- Ensure that water is boiled (if drawn from a well, pond, lake) before drinking.

Card 2

- Stress the importance of bathing the body regularly (add washing of clothes and utensils).

Card 3, 4 & 5

- Talk about three different types of food for nutrition; take one card at a time in consecutive order showing the three types of food and their function for good health; mention foods which fall under each of the three types, that are available in the learners' society.

At the end, show a relevant film or two on the use of water and on nutrition (if these are not available, show an entertainment film).

II. Reading/Writing Lessons

i) Prior to introducing letters and words to the learners, a list of the letters that appear throughout the material should be made, preferably in a horizontal line in block letters, and separately on cards.

ii) In this exercise, the letters used are:

A B C D E G H I K L M N O P R S T U W Y

Some of these letters have appeared more than once throughout the whole exercise, but need to be written down only once, and should appear only once on the card - so that there will be a card for each of the identified letters.

iii) The first phase of this section is to allow the group to recognize four or five of those letters at a time, giving them the sounds and practice in writing them.

iv) In the second phase, (a list of all the words used should by now be written on the board or chart in block letters) again, taking each of the four groups of letters initially used in the above exercise, ask the learners to identify them in the words.

Having gone through all the letters in words, get the group to begin to blend sounds as they appear in the words.

v) Let the learners begin to write these words and to pronounce them.

vi) When they have been able to write and pronounce those words, then get them to form other meaningful words within the language.

vii) Next, take them to form phrases leading to longer sentences.

viii) Once they have accomplished the above steps, hold up Card No.6 and ask them to read it. Ask them questions to see if they understand.

Remember

- Make learners' participation an active one.
- Always make sure the learners are in a relaxed state.
- Involve them in entertainment activities before or after each lesson - this can be by a film show or short story telling, or dance, if it can be done.
- Each lesson should be no more than an hour.

Ensure all materials needed (paper, pencils or or chalk, charts, etc.) are available before each lesson begins.

At the end, ask the learners to write a short story to be read to the whole group.

NB: FOR THE PURPOSE OF THIS WORKSHOP, IT IS TO BE ASSUMED THAT THIS IS ONE PART OF A TOTAL INTEGRATED PROGRAMME.

The ultimate goal of the motivational materials should be to transform each individual learner into a rational being who is fully aware of himself, his environment and his reality. He should through his own experience contribute to the formation of a learning society where illiteracy does not undermine development; where every individual is able to participate in the national development and share the benefit of this development.